SUPPORT DOCUMENT

Focus on Culture

This document has been designed to help the governing boards of elementary and secondary schools in Québec introduce a cultural dimension into their **school's educational project.**

Visual arts
Music
Science and technology
Drama
Dance
Film
Language and literature
Heritage
History

Québec

103-06309/

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Québec

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We would like to thank the individuals and organizations who provided photographs and gave permission for them to appear in the brochure.

Cover page, pages 11 and 27	:	The Montreal Museum of Fine Arts
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Introduction

Ensuring that as many students as possible achieve educational success has become an essential focus in the education system. As part of the current reform, the Ministère de l'Éducation du Québec (MEQ) intends to emphasize the cultural dimension of all programs of study, in order to enrich the general education of young people. This is a new approach, and one that all schools must take into account.

Each school provides a gateway for access to culture. When defining its educational project, the governing board can play an important role in implementing the main cultural objectives of the education reform by ensuring that all members of the school team, and all school partners, are aware that the school intends to create an appropriate setting to pursue its cultural mission.

Teachers will find the support they need to continue existing cultural projects, and the impetus to launch new ones.

This support document, designed for use by governing boards, contains tools to introduce a cultural dimension into the educational projects of all schools in Québec. The goal is not to turn all schools into "arts" schools, but rather to help governing boards define a plan of action to make the cultural dimension an integral part of each school's educational approach, and to focus the work of all players on specific cultural objectives, chosen to match the needs and interests of the students at a given school.

Students, of course, are at the centre of the process. If they are to succeed, and leave school with the tools they need to understand the world around them and chart their own course, they must learn how to learn. Culture offers many different opportunities to introduce students to a learning context that is different from the classroom, and that calls on both their intelligence and their sensitivity. Students are given a chance to explore various representations of the world and to express their own perceptions of what they see around them.

In the world of today and tomorrow, where creativity and the ability to innovate are essential to success, students will benefit greatly from the stimulation afforded by contact with artists and cultural experiences. By broadening students' horizons, encouraging them to go beyond their limits, and increasing their creativity and motivation, culture inspires a love of learning!

Culture in Québec's schools

As products of a society at a given point in its history, schools transmit the beliefs, values and knowledges of that society at that time, both implicitly and explicitly. Inevitably, then, the learnings will reflect contemporary reality in both form and content, but they will be more meaningful and deeper if their cultural references are familiar and they are placed in a historical perspective.

Schools must thus play an active role in promoting culture, understood here as the fruit of intelligent human activity past and present, by providing students with many opportunities to discover and appreciate cultural activities in various spheres beyond the scope of the learnings in the programs of study.

Québec Education Program, Preschool Education, Elementary Education, Approved Version, 2001, p. 4.

Focus on culture

The mission of schools is to provide instruction, socialize, and provide qualifications, and each school defines its own educational project to guide the actions of its school team. The project, which reflects the particular needs of the school, is adopted by the governing board, which ensures that the educational environment is as inspirational, effective and nourishing as possible for all students, at all levels, and that it targets balance in the overall, harmonious development of young people.

By introducing a cultural dimension into its educational project, a school can establish a clear framework to give life to one of the key aspects of the reform. There are many different ways to stimulate the cultural life of a school while taking into account the values, objectives and priorities of its educational project, provided culture is made a clearly stated goal and the appropriate actions are taken. The cultural dimension can influence the educational project as a whole, and can also complement other areas targeted by the educational project, such as health, the environment and sports.

By focusing on culture, and by stating clear guidelines in its educational project, a school's governing board can reinforce the leading role played by schools in providing all students with access to culture and promoting involvement in cultural activities. It can also encourage the organization of projects or activities offering students opportunities to

- come into contact with artistic works, heritage artifacts, artists and writers of the past and present
- think about various aspects of their own culture
- express themselves using specific tools, techniques and vocabulary based on competencies developed in the classroom

Culture inspires and gives meaning to a wide range of learning situations, and often helps establish links between subjects and the project-based approach. Cultural activities in the school, because they give students an opportunity to express their feelings, stimulate their creativity and help reinforce their confidence and self-esteem. They also give some students, whose talents are not otherwise appreciated, an opportunity to make a positive contribution.

Awareness of the various aspects of culture gives students a new vision of the world, opens up new horizons and stimulates their curiosity.

These are all highly motivating reasons to continue, and even increase, the work done to promote culture in schools. As an integral part of the school experience for today's students, culture constitutes both an advantage and a factor in young people's success.

Culture has a lot to offer students

"By introducing a cultural dimension into the educational mission, schools enrich the general education they dispense to young people, and help them build their identity, integrate into society and acquire a world vision." [Translation.]

Young people, schools and culture. A statement signed on November 2, 2000, by the Minister of State for Education and Youth and the Minister of Culture and Communications.

A three-stage process

The process for introducing a cultural dimension into an educational project is based on the outline suggested by the MEQ for the drafting or revision of an educational project.[1] The process has three stages:

1. PLANNING: The current state of culture in the school must be defined, in order to set priorities and draw up a plan of action.
2. IMPLEMENTATION: The elements of the plan of action must be implemented, and the conditions needed to make it a success must be set in place.
3. EVALUATION: The degree to which the objectives set have been reached must be assessed, and all priorities must be reviewed.

Tools to assist the process

The process is based on a set of discussion and analysis tools, presented in the form of work sheets. They are found in the Appendix.

After entering the required information on each sheet, the governing board will have a reasonably accurate idea of the current state of culture within the school, and will be able to define priorities for action that will guide the school team as it establishes cultural projects and activities.

The sciences need the arts.

Mathematicians and scientists borrow skills from the arts and use them as scientific tools: the skill of making precise observations, the skill of visualizing an object in order to see it from all sides or to perceive it in motion. These skills are not usually part of the science curriculum. Rather, they are taught in writing, theatre, painting and music courses.

Based on David Sousa, *How the Brain Learns* (Corwin Press, A Sage Publications Company, 2001).

1 Training document on educational projects. Governing board Web site maintained by the ministère de l'Éducation: http://www.meq.gouv.qc.ca/conseils

Stage 1. Planning

1.1 Establishing the school's cultural profile

(See Sheet 1 in the Appendix.)

The first step in the process involves drawing up a list of all the cultural activities that take place in the school in order to obtain a realistic profile of the existing situation. This will help define issues, aspirations, and the guidelines that should be set regarding the cultural aspect of the school's educational project.

Instructions:

1. Under each of the main types of cultural activity listed in the table on Sheet 1, indicate the events that have taken place in the school over a specified period of time, such as the previous school year. The types of cultural activity included in the table are described below.
2. Enter, in the appropriate box, the total number of cultural activities that take place in each cycle. How does this figure compare with the number of other activities, such as sports, recreational or outdoor activities, offered by the school? Is there a balance?

Some schools may prefer to go into more detail by indicating how many hours are devoted to the subjects most closely related to culture as determined by the MEQ: language and literature, history, the arts (music, dance, drama, visual arts). In some cycles, these subjects are part of the basic education provided for all students, whereas in other cycles, especially at the secondary level, some of these subjects are given as options within the school's cultural offerings. A second table, included on Sheet 1, allows this additional information to be recorded.

Categories of cultural activities included in the first table on Sheet 1

CULTURAL EXCURSIONS

Cultural excursions are activities that offer students a cultural experience in a setting outside the school, during which they come into contact with artworks, heritage artifacts, artists and writers from within or outside Québec. Direct contact with a cultural environment gives rise to emotions that cannot be experienced in the classroom via printed or electronic documents. In addition, school excursions make social, motor, emotional and cognitive demands on students, offering an illustration of the wide range of ways in which learning can be acquired and in which learning contexts can be enriched.

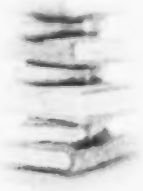
Examples

- a trip to a museum devoted to art, history, society, or science and technology, a regional museum, an art gallery, an interpretation centre, a historical site, or a neighbourhood arts centre
- a guided tour to discover the cultural elements of a neighbourhood or region
- attending a play, concert, dance performance, public reading, or film
- attending a book fair, a meeting with an author at a local library, etc.

VISITS FROM ARTISTS AND WRITERS

The school can invite an artist or writer to come and meet with the students and talk to them about their artistic vision, creative process, and completed works. In many cases, the artist or author will share his or her experience by directing a creative activity with the students. This direct contact with an individual pursuing a passionate interest, after mastering a technique or artistic language, will engage the students' curiosity, give them examples of self-realization outside the boundaries of their immediate world, and provide an opportunity to compare their own knowledge with other ways of seeing the world.

For more information, consult the:
Répertoire de ressources culture-éducation:
Les artistes et les écrivains à l'école.



CULTURAL PRODUCTIONS IN THE SCHOOL

The school can organize activities that give students an opportunity to experiment with various forms of artistic expression and perform before their fellow students and the community, if outside spectators are invited to attend. School productions are an excellent way to increase feelings of self-worth and a sense of belonging to a community.

Examples:

- public speaking, writing, and poetry competitions
- student art exhibitions
- student newspapers
- student radio
- end-of-year shows
- large-scale interdisciplinary or multicycle projects directed jointly by a team of teachers (e.g. a "Middle Ages" theme for an entire school year), etc.

School productions can often be timed to coincide with other events or themes, such as:

- International museum day
- *Franco-fête en éducation*
- Arts and Culture Week in Québec Schools
- A week of activities centred on the social sciences

CULTURE-RELATED RECREATIONAL ACTIVITIES AT SCHOOL

Culture-related recreational activities are extracurricular activities for students, organized by the school. They give students opportunities for new discoveries and personal expression, while reinforcing social ties.

Examples:

- school choir
- chess club
- stamp club
- literary club
- dance
- stage band
- string orchestra, etc.

CULTURAL RESOURCES IN THE COMMUNITY AND PARTNERSHIPS

Several resources in the community can work alongside the school in partnership activities, or simply help students gain a better understanding of the school's natural and cultural environment. Students will learn that culture is part of their daily lives and of their environment.

Examples:

- activities organized with heritage organizations (local history society or records office), with craft workers or traditional musicians active in the area, or with the community television station
- activities organized for the *Journées de la culture*
- activities to discover the cultural aspects of an old neighbourhood, village centre, or park
- activities based on the knowledge and skills of students' parents, etc.

1.2 Resources available for organizing cultural activities in the school

(See Sheet 2 in the Appendix.)

The next step is to list all the material, financial, human and other resources available to the school for organizing cultural activities. This review will make it possible to identify the resources available, and the main obstacles, in terms of resources, that may limit the school's cultural development.

Instructions:

1. On Sheet 2, check off the material resources available for cultural activities in the school. Comments on the equipment available (type and physical state of equipment, etc.) will help give a more detailed picture.

2. Indicate the human resources that are already involved in organizing cultural activities in the school.

3. Specify the financial resources to which the school currently has access. For more information on the funding programs available, see the list of resources at the end of the document. Additional comments on each item will help to give a more detailed view of the existing situation.

4. Taking into account all the tables for Sheet 2, identify the school's main strengths, and areas where improvements could be made in the resources allocated to culture. Comment on the results obtained.

1. 3 Priorities for action in connection with cultural activities in the school

(See Sheet 3 in the Appendix.)

Using the school's cultural profile, as defined in Sheet 1, an overview can now be prepared and priorities for action can be drafted for inclusion in the school's overall educational project.

Instructions:

1. In the table on Sheet 3, indicate the school's strengths in terms of the cultural activities made available for students, and the elements where improvements are required, based on the data from Sheets 1 and 2.

   The following questions should be asked:
   - Does the school offer students a range of cultural activities?
   - Do the activities offered reflect an optimal use of the available resources?

2. Priorities for action should be defined on the basis of all the elements in the overview. Each school must define priorities appropriate to its community and its own values, taking the availability of resources into account. In the table on Sheet 3, priorities for action should be indicated for each category of cultural activities, although they can also be established in a more general way.

3. For each priority, the means used to take concrete action should be determined.

There are several ways for schools to take action on a given priority. Several suggestions are made below, but other possibilities exist and two or more approaches can be combined.

Priority for action: Facilitate the organization of cultural activities

Means:

- A cultural committee can be set up with neighbouring schools, or the school can join an existing committee, to collaborate on the organization of cultural excursions. The committee can identify a range of possible outings and cultural activities and draw up a varied, balanced and attractive selection to present to the school teams concerned, which can then put together a stimulating cultural season.
- Staff members can be released from other responsibilities to organize cultural activities.
- Theme days and theme weeks, such as Arts and Culture Week in Québec Schools, can provide a stimulus to organize special activities.

Priority for action: Promote the organization and presentation of cultural productions by students, or by the school teamPriority for action: Promote the organization and presentation of cultural productions by students, or by the school team

Means:

- Organize encounters with professional creative artists to inspire and stimulate the students' own creative process.
- Invest in the equipment and facilities required for cultural productions.
- Ensure that the cultural productions put on by students are publicized and made accessible to other young people, parents and the community at large.
- Establish mechanisms to allow students to attend cultural events or pursue cultural activities on an individual basis.le goût aux jeunes de fréquenter les lieux culturels ou de pratiquer une activité culturelle de façon autonome, etc.

Priority for action: Promote the use of cultural resources within the community

Means:

- Invite a representative from the world of culture to sit on the governing board.
- Establish contacts with the cultural committees of the local municipality or school board.
- Establish an ongoing collaboration or long-term project with a cultural organization in the community.

Priority for action: Create a stimulating cultural component as part of the school's educational project, which may focus on other themes (sports, the environment, etc.)

Means:

- Document the cultural aspects of other themes (e.g. for the environment, emphasize cultural heritage in addition to natural heritage; for sports and science, focus on sports history and outstanding individuals).
- Combine a cultural excursion with an excursion based on another theme.
- Develop culture-oriented recreational activities, etc.

Culture as an opportunity for dialogue

> ***A taste for and interest in knowledge is developed when students come directly into contact with other active minds. . . An active mind seeks dialogue with other active minds. These other active minds can be those of fellow students or the teacher, but they can also, and indeed should, be the active minds that have preceded us, the active minds that have left us their heritage of cultural achievements.***
>
> Paul Inchauspé, chair, *Reaffirming the Mission of Our Schools. Report of the Task Force on Curriculum Reform* (Québec: ministère de l'Éducation, 1997, p. 28-29.

1.4 Plan of action
(See Sheet 4 in the Appendix.)

At this point, a plan of action, listing clearly defined resources, must be drawn up and integrated into the general plan for the school, and care must be taken to include the means that will ensure that culture takes its rightful place.

Instructions:

1. Write down in the table for Sheet 4 the priorities for action and the means determined from Sheet 3.
2. Specify the funding sources that will support the implementation of each priority for action.
3. Indicate the individuals who will be responsible for each component of the plan.
4. Specify the action that must be taken to implement each component.
5. Set deadlines for each action, to allow the implementation of the plan to be monitored.
6. Define the methods for evaluating whether the objectives set when the priorities for action were defined have been reached.

Stage 2. Implementation

The second stage in the process involves implementing the elements of the plan of action, and seeing to it that all the necessary conditions are in place to make it a success, to ensure that the cultural dimension defined by the school in Stage 1 is reflected in actual events.

Instructions:

1. Establish a system of periodic reporting by the individuals responsible for specific components of the cultural dimension; the reports will allow the development and proper implementation of the various projects to be monitored, based on the priorities for action determined previously.
2. Ensure that the individuals responsible for each component and the implementation team are given the support they need to carry out their tasks, in terms of financial resources, time, outside advice or guidance, etc.
3. Establish ways of informing the school team, students and parents of new cultural developments and undertakings at the school.

Examples:

- Use regular school team meetings to report on an ongoing cultural component on an occasional basis.
- Use in-school resources (notice boards, school newspaper, etc.) to inform students and parents of the various cultural components.
- Put presentations of school cultural projects on the agenda of meetings with parents, etc.

Stage 3. Evaluation

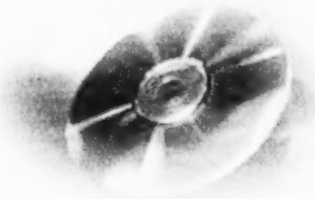
Use Sheets 1, 2, 3 and 4 from the Appendix as needed.

The governing board is responsible for evaluating the school's educational project, using the methods it defines. Once a system of periodical reports by the individuals responsible for cultural components has been established (see Stage 2–Implementation), the governing board may introduce ongoing evaluation, so that efforts may be redirected if necessary to adapt to the school's situation.

The governing board must inform the community of the services provided by the school and report on their quality. It is therefore appropriate, at the end of the school year, to report on the cultural activities completed during the year. This report on culture can also be presented to the school team and the parents, to inform them of ongoing developments.

Instructions:

1. List the cultural activities that have taken place during the year.
2. Evaluate the results, as compared with the priorities for action defined previously.
3. Make recommendations concerning the future of each project.



In addition, it is important to assess the overall process regularly, for example every two or three years, in order to make the school more culturally dynamic. This overall assessment will determine whether objectives have been met and lead to the definition of new objectives if required, in order to continue with or renew the cultural projects undertaken by the school team and the students.

Instructions:

1. Update the information on Sheets 1 and 2.
2. Compare the information with the information recorded on the same sheets during the previous assessment.
3. Using Sheets 3 and 4, establish new priorities for action and draft a new plan of action setting out new guidelines for the cultural component of the educational project; monitor the implementation of the new plan.

Culture as an opportunity for personal and social development

"Arts education plays a key role in young people's development, and helps them to become well-rounded individuals. Providing education in the arts makes a contribution to the development of a creative, aware society."

Robert Bisaillon quoting Pauline Marois. "De l'effleurement à la rencontre." Opening address at *Contact +*, April 1997.

Conclusion

For our young people!

In the Québec Education Program, the MEQ stresses the importance of culture in the education provided to young people. It has demonstrated its commitment to culture by establishing various financial assistance measures, as has the ministère de la Culture et des Communications, which also supports culture in schools. The process as a whole is intended to increase the cultural awareness of young people by bringing them into contact with a range of achievements, approaches, modes of expression and representations of the world, as proposed by artists, writers and cultural communities, whether within or outside Québec, in the present or the past.

Students are also encouraged to visit cultural institutions where works of arts and heritage artifacts are kept and exhibited, such as libraries and museums, and performance venues for the performing arts.

By providing students with opportunities to broaden their horizons, schools help them develop their competencies, compare their own knowledge with other perceptions of the world, and develop their own personal identity. Cultural activities also reinforce social ties, by giving young people shared points of reference. These are all important acquisitions that will prove useful long after they have left school.

A firm, attentive and sustained commitment to culture by the governing board and the whole school team, following the guidelines set out in the school's educational project, will increase the level of cultural dynamism in each school and benefit the students.

It is hoped that this support document will help schools implement a structured, user-friendly and effective approach to ensure that a cultural dimension is introduced into the life of each school.

Once this has been achieved, the enrichment offered by the educational project's cultural dimension and all that ensues from it, should motivate students in their learning process and set them well on their way to a bright future by bringing them the inspiration, the creative spark and the desire to go beyond their limits. A passionate interest in culture leads to a passionate interest in learning!

"You must each organize your own cultural season, one that is varied, challenging and adapted to the needs and resources of your school, to ensure that more and more students in Québec visit museums, meet artists, appreciate their heritage, attend arts performances and nourish their view of the world, and achieve the true goal of education: freedom."

Robert Bisaillon, "De l'effleurement à la rencontre." Opening address at *Contact +*, April 1997.

Useful sources of information

1. Programs providing access to cultural resources

- The *Culture in Education Partnership* of the ministère de la Culture et des Communications du Québec
  http://www.mcc.gouv.qc.ca/programme/partnership.htm

A program designed to provide schools with financial assistance to facilitate access to cultural resources.

Section 1. Artists and Writers in Schools
Section 2. Cultural Excursions
Section 3. Collaborative Cultural-Educational Projects

- The *Projets culturels dans les écoles primaires* measure
  Direction de la formation générale des jeunes, ministère de l'Éducation du Québec, Québec.
  http://www.mcc.gouv.qc.ca/programme/rencontre.htm

A financial measure designed to facilitate the introduction of a cultural dimension into the learning activities provided for elementary school students.

- *Fonds Jeunesse Québec*

The *Une école ouverte sur son milieu* program offers financial assistance for developing extracurricular activities.
http://www.fondsjeunessequebec.com/

- The *Supporting Montréal Schools* program of the Ministère de l'Éducation du Québec
  http://www.ecolemontrealaise.qc.ca/anglo/ecole.htm

Measure 5, Access to cultural resources, provides financial assistance to enable schools in disadvantaged neighbourhoods on the Island of Montréal to take advantage of various cultural resources.

- History and culture tours of Québec City for students *(Les séjours historiques et culturels de jeunes dans la capitale nationale)*
  http://www.capitale.gouv.qc.ca/promouvoir

A program providing partial funding for transportation costs for trips to Québec City. Québec.

2. Sources of information on cultural resources for schools

- *Répertoire de ressources culture-éducation*
  http://www.mcc.gouv.qc.ca/rencontres

A Québec-wide list of resources covering all cultural resources available to schools, under the following headings:

- *Les artistes et les écrivains à l'école*
- *Les ressources culturelles régionales*
- *Les ressources culturelles nationales*
- *Le monde de l'éducation*
- *Autres sites Web d'intérêt*

- *Association québécoise des comités culturels scolaires*
  http: //www.culture-jeune-public.org

An association of school cultural committees in Québec; each committee acts as a link between schools and cultural organizations, and offers member schools seasons of cultural events that will interest students.

3. Information for governing boards

- Ministère de l'Éducation
  http://www.meq.gouv.qc.ca/conseils

- Fédération des comités de parents de la province de Québec
  http://fcppq.qc.ca

Appendix

Work sheets

The following work sheets are also published in a larger format on the governing board Web site maintained by the ministère de l'Éducation: http://www.meq.gouv.qc.ca/conseils

SHEET 1. THE SCHOOL'S CULTURAL PROFILE

Cultural activities

(See the instructions for completing the work sheet on page 10 of the support document.)

Based on the period from _____ to _____

Level	Cultural excursions	Visits from artists and writers	Cultural productions at school	Culture-related recreational activities at school	Reliance on cultural resources in the community and partnerships
Cycle One					
Cycle Two					
Cycle Three					

Total number of cultural activities: _____

How much emphasis is placed on cultural activities as compared with other school activities (e.g. sports, recreational and outdoor activities)?

_____

_____

_____

SHEET 1. THE SCHOOL'S CULTURAL PROFILE (CONTINUED)

Time allocated to subjects

(See the instructions for completing the work sheet on page 10 of the support document.)

Based on the period from _____ to _____

Number of hours allocated to cultural subjects:

Level	Language and literature	History	Drama	Visual arts	Dance	Music
Cycle One						
Cycle Two						
Cycle Three						

Comments:

_____

_____

_____

SHEET 2. RESOURCES AVAILABLE FOR ORGANIZING CULTURAL ACTIVITIES IN THE SCHOOL

(See the instructions for completing the work sheet on page 14 of the support document.)

1. What **material resources** are available in the school for organizing cultural activities?

Specialized arts facilities	**Facilities for promoting cultural activities**	**Equipment used for cultural activities**
❒ Music room ❒ Visual arts room ❒ Dance studio ❒ Other Comments: _____ _____ _____	❒ Stage or auditorium ❒ Notice board for cultural activities ❒ Exhibition hall or space ❒ Recording studio ❒ Student radio or intercom ❒ Student café ❒ School library ❒ Other Comments: _____ _____ _____	❒ Visual arts materials ❒ Musical instruments ❒ Library books ❒ Sound system ❒ Computer equipment ❒ Internet connection ❒ Camera, video equipment ❒ Other Comments: _____ _____ _____

SHEET 2. RESOURCES AVAILABLE FOR ORGANIZING CULTURAL ACTIVITIES IN THE SCHOOL (Continued)

(See the instructions for completing the work sheet on page 14 of the support document.)

2. What **human resources** are already involved in organizing cultural activities in the school?

Human resources	**Participation**	**Comments**
❒ School cultural committee		
❒ Person responsible for culture in the school ❒ Principal ❒ Education consultant ❒ Teacher ❒ Parent ❒ Other		
❒ Student activities coordinator/cultural activities coordinator		
❒ Librarian		
❒ Parent volunteers		
❒ Representative from the cultural field on governing board		
❒ Teacher whose responsibilities include directing or supervising cultural activities		
❒ Other human resources		

SHEET 2. RESOURCES AVAILABLE FOR ORGANIZING CULTURAL ACTIVITIES IN THE SCHOOL (Continued)

(See the instructions for completing the work sheet on page 14 of the support document.)

3. What **financial resources** are available to the school for organizing cultural activities?

Financial resources	**Amount**	**Comments**
❒ School budget: allocation for cultural activities		
❒ Fund-raising campaigns: allocation for cultural activities		
❒ Contributions from parents: portion of fees charged to parents allocated to cultural activities		
❒ The Culture in Education Partnership ❒ Section 1 Artists and Writers in Schools ❒ Section 2 Cultural Excursions ❒ Section 3 Collaborative Cultural-Educational Projects		
❒ The *Projets culturels dans les écoles primaires* measure (Ministère de l'Éducation)		
❒ The Supporting Montréal Schools program (limited to certain schools in Montréal)		
❒ The *Une école ouverte sur son milieu* program (Fonds Jeunesse Québec)		
❒ A cultural development agreement between the municipality and the Ministère de la Culture et des Communications (schools component)		
❒ Other programs (offered by the municipality, school board, etc.)		

SHEET 2. RESOURCES AVAILABLE FOR ORGRANIZING CULTURAL ACTIVITIES IN THE SCHOOL (Continued)

(See the instructions for completing the work sheet on page 14 of the support document.)

4. Based on the preceding tables, what is the **overall situation** in the school? What are the school's strengths, and how can the resources allocated to culture be improved?

Resources	Strengths	Areas for improvement	Comments
• Material resources			
• Human resources			
• Financial resources			

Are there any other factors that could influence access to cultural resources or the cultural development of the school?

- ❒ Limited access to cultural resources because of distance
- ❒ School priorities concentrated in other sectors
- ❒ Lack of information on available cultural resources
- ❒ Lack of time for organizing cultural projects
- ❒ Other factors _____

SHEET 3. PRIORITIES FOR ACTION CONCERNING CULTURAL ACTIVITIES IN THE SCHOOL

(See the instructions for completing the work sheet on page 15 of the support document.)

Cultural activities	Strengths	Areas for improvement	Priorities for action	Means
Cultural excursions				
Visits from artists and writers				
Cultural productions at school				
Culture related recreational activities at school				
Cultural resources in the community and partnerships				
Overall situation				

The priorities for action and the means selected for implementing them must be included in the school's educational project

SHEET 4. PLAN OF ACTION

(See the instructions for completing the work sheet on page 18 of the support document.)

Priorities for action	Means	Funding	Persons responsible	Tasks to be accomplished	Deadlines	Type of evaluation